

STUDENTS' PERCEPTION OF EXTENSIVE READING PROGRAM IN ENGLISH DEPARTMENT OF UNESA

Arnanto Anggara Poetra

Universitas Negeri Surabaya
arnantopoetra@mhs.unesa.ac.id

Abstrak

Saat ini, membaca ekstensif telah menjadi teknik alternatif untuk pengajaran membaca. Proses membaca ekstensif melibatkan siswa untuk selalu membaca dimanapun dan kapanpun karena tujuan atau kegiatan membaca ekstensif adalah untuk meningkatkan kemampuan membaca siswa. Studi kasus ini bertujuan untuk mengetahui persepsi siswa tentang pendekatan membaca ekstensif dan dilakukan dengan menggunakan desain penelitian kualitatif dengan empat responden dari dua kelas yang berbeda di Program Studi Pendidikan Bahasa Inggris di Universitas Negeri Surabaya. Pengumpulan data dilakukan dengan wawancara sebagai sumber utama, catatan observasi dan analisis dokumen sebagai data konfirmatori untuk mendukung triangulasi. Di sini diungkapkan bahwa Membaca Ekstensif meningkatkan minat siswa dalam membaca serta membangun kesadaran siswa dalam membaca baik di dalam maupun luar kelas hingga mereka terbiasa untuk lebih banyak membaca dan meningkatkan tingkat membaca mereka, sehingga persepsi Membaca Ekstensif siswa sesuai dengan karakteristik bacaan ekstensif. Selain itu, penelitian ini merekomendasikan agar efisiensi kelas membaca ekstensif perlu ditingkatkan, juga perlu studi lebih lanjut untuk mengetahui bagaimana dosen dapat memodifikasi kelas untuk menghasilkan produk keluaran dari kelas Membaca Ekstensif yang dapat digunakan dari generasi ke generasi, seperti buku cerita, buku dialog, dll.

Kata Kunci: Persepsi Siswa, Membaca Ekstensif, Studi Kasus

Abstract

These days, Extensive reading (henceforth ER) has become an alternative technique for teaching reading. ER requires learners to always read anywhere anytime since the purpose of ER is to enhance students' reading skill. This case study, intended to look into students' perception of the ER approach, used qualitative research design with four respondents from two different classes at English Language Education Study in State University of Surabaya. The data were gathered from the interview as the main source, observational notes and documents analysis as the confirmatory data to support the triangulation. Here, it is shown that ER increased students' interests in reading, and built their awareness in reading either in or beyond class so that it became habitual for them to read more and upgrade their reading level, and as such, their perception of ER fits the characteristics of ER. In addition, it is recommended that the efficiency of ER should be bettered, and further studies are necessitated to analyze how lecturers can modify the class to make an output product from ER that can be used throughout generations, such as storybooks, dialog books etc.

Keywords: Students' perception, Extensive Reading, Case study

INTRODUCTION

These days, in global education system, extensive reading (ER) has become a "one of a kind" technique in teaching reading. The benefits of ER have been proven by common sense observations and plentiful research evidence (Waring, 2006). ER works as a language teaching/learning procedure in that it necessitates reading of large quantities of material or long texts; for global or general understanding; with the purpose of obtaining pleasure from them. Furthermore, since reading is an individual activity, with students choosing books they wish to read,

the books are not discussed in class (Susser & Robb, 1990). Therefore, it can push them to read more books and make it their activity or hobby. It is very useful to encourage ER in order to better understand the multiple factors that influences its successful implementation. ER can influence students' reading comprehension performance (De Morgado, 2009).

In the area of Second Language Acquisition (SLA) there are two key approaches to teaching reading that are widely followed—Intensive Reading (IR) and ER. IR usually involves a slower process of reading of a relatively small quantity of materials in order to extract specific information, while ER allows students to read a

relatively large quantity of simpler texts mainly for pleasure. The second language curricula of most developing countries focus primarily on IR, neglecting the idea of ER (Haider, 2012). The fact that reading a great deal in the target language has positive impact on learning a language demonstrates the benefits of ER. It has been indicated that students who read an immense volume of texts in the target language become better, more confident readers, their writing, listening and speaking abilities improve, and their range of vocabulary gets wider. Moreover, they develop positive attitudes towards, and motivation to, learning the new language.

ER has been reported to have effective contribution to language learning. It is suggested that, as an alternative to intensive reading, ER is an effective, yet enjoyable way for college students to learn English as a foreign language. By combining sustained, silent reading and beyond-class pleasure reading, students gradually move from a learning-to-read orientation to a reading-to-learn framework. This can indicate that students' motivation to read will hopefully increase, while it can also help them approach the target language easily. In addition, through ER, the interests of students are better served as they can maintain control of the reading activity instead of their teacher, with respect to the choice of topic, text type and difficulty. Students are allowed to be responsible and independent for their own learning, which makes it eventually crucial for the development of learner autonomy. According to Meng (2009), the proposal has its constraints. Firstly, research is needed in order to find out the effects of ER on students' reading ability. Secondly, teachers' apprehension of the benefits of ER should be punctuated. Considering there are clear mismatches between teachers' and learners' opinions of ER, research is necessary to find out students' language goals and to advise them how to reach their goals without discarding the teachers' or the program's. Thirdly, new ER teaching techniques should be explored, such as online discussion board.

ER can be an attractive way for educators to put themselves in learning process. It is not just about on how the students obey what they said, but it is about how educators can give a direct stimulus to their learners through ER. So the students not only read based on what teacher said but it is because they need it and they think it is the best way to achieve material easily. It is not about how ER works but rather about how students will use ER in and after the end of the class.

This research will try to investigate students' interest in reading, how they motivate themselves to read or any activity which make them need to read a lot. Based on the observation in Extensive Reading classes at English Language Education in UNESA, researcher found that the

lecturer uses Extensive Reading approach to present materials and for their reading assignment. Extensive Reading hopefully could be an alternative for them to build an awareness to read and instill it in to their habits.

Perception

According to Demuth (2013), perception is the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Meanwhile, according to Kirin (2010), perception is a study, and the world consists mainly of perceptions, images or ideas.

Perception becomes an essential thing in students' process of learning, and it defines the meaning of information, and is then transmitted into understanding. Through perception, students could take a view on something and could develop it into a fresh idea or invent something new.

Extensive Reading

Hafiz and Tudor (1989) as cited in Ro (2013) defined extensive reading (ER) as quantitative reading in the second language (L2) for a prolonged time period for personal pleasure without follow-up tasks or language work. Therefore, it all starts from graded reading.

Meanwhile, according to Renandya and Jacobs, (2002) as cited in Archer (2012), Extensive Reading is being studied by most reading experts as one alternative reading approach. According to Day and Bamford (2004), Extensive reading is a technique where students read a lot of materials in their level in a new language; they read for general, for overall meaning, and for information at one with enjoyment. Extensive Reading appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge (Nation, 1997; Pigada & Schmitt, 2006; Robb & Susser, 1989; as cited in Shen, 2008). This approach will take student engagement in and beyond classroom. The purpose is to build students' awareness on reading, so it becomes their habits. According to Harris (2001), as cited in Poorsoti & Davatgari (2016), ER can play an essential role in learners' language education, so it should be a practical option for reading pedagogy in the foreign language curriculum.

The Nature of Extensive Reading

Extensive Reading in Foreign language is a process of acquiring new language (not mother tongue) through words, sentences and text by reading numerous books for pleasure. It is not a big surprise that students reading several self-selected books in a short time will progress in reading and will become more confident in reading (Yildirim, 2014). Through Extensive Reading, hopefully

student could foster good reading habits and give stimulus of vocabulary and structure for students. In the mean time, Day and Bamford (1998, p. 7-8) as cited in Educational Resource

(<http://extensivereading.net/docs/ERChar.html>) shows some characteristics of an Extensive Reading approach as the following:

1. **Students read as much as possible**, perhaps in and definitely out of the classroom.
2. **A variety of materials on a wide range of topics is available** so as to encourage reading for different reasons and in different ways.
3. **Students select what they want to read** and have the freedom to stop reading material that fails to interest them.
4. **The purposes of reading are usually related to pleasure, information and general understanding.** The purposes are determined by the nature of the material and the interests of the student.
5. **Reading is its own reward.** There are few or no follow-up exercises after reading.
6. **Reading materials are well within the linguistic competence of the students** in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. **Reading is individual and silent**, at the student's own pace, and, outside class, done when and where the student chooses.
8. **Reading speed is usually faster rather than slower** as students read books and other material they find easily understandable.
9. **Teachers orient students to the goals of the program, explain** the methodology, **keep track** of what each student reads, and **guide** students in getting the most out of the program.
10. **The teacher is a role model of a reader for the students --** an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

The Roles of Extensive Reading

Related to Sampson (2013), Extensive Reading not only has the potential to improve the reading comprehension skills of the second or foreign language learner, it can also foster favorable dispositions toward the task of reading. The fact of promoting autonomous and self-selected readings extensively makes this reading approach suitable for both L2 and EFL learners. Aliponga (2013), assumes that Extensive Reading could motivate students to read more, enabled them to understand the main idea and important details of the reading materials of

their choice, and enabled them to think critically. Extensive reading in foreign language have a lot of benefits which is can improve student knowledge through foreign language. They read a lot of books to fulfill their words bank. The fact that students also build their vocabulary seems to be obvious as well, since they always find new words from the many books they read (Yildirim, 2014). Research studies have shown that students become better and more confident readers, their writing, listening and speaking abilities improve, and their vocabularies get richer and they develop positive attitudes toward and increased motivation to study the new language (Day & Bamford 2004, as cited in Yildirim, 2014). Extensive reading could grow positive attitudes about reading in general. This point is related to some researches that have been conducted by some experts. One of it is by Yang (2001). He conducted a research of Extensive Reading treatment for Fulltime career professionals in Hong Kong to read an English Novel. The results from his research was they greatly appreciated the in-class discussions of the mystery novels because it felt more like authentic conversation in English to them, and they also commented that “answering grammar questions or making sentences in class was boring,” as an alternative (Yang, 2001).

Relevant Studies

Researches on Extensive reading on Foreign Language class have been carried out by some researchers. This study will overview 4 relevant studies. A research by Yung-Chi Huang (Lecturer at the Language Center of Central Taiwan University of Science and Technology), entitled *Extensive Reading in Foreign Language Learning Contexts: Issues and Implications* (2015), argues that ER approach can and should be incorporated into foreign language curriculum. There is so many research related to ER and provided the evidence of the benefits of ER for learners in foreign language learning contexts if it implemented under appropriate situations over some period time. Also, show a scene of recent studies in foreign language learning settings and give a general picture of the latest findings. The respondent of this research are students in L2 reading classrooms. This research show some of latest findings such as how the ER and Vocabulary Knowledge have a relation to improve students' vocabulary, whether ER improves learners' reading speeds and comprehension skills, if ER makes reading fun and how ER associates with attitude changes towards reading. The result of this research is ER could have important implications for L2 teachers who would like to incorporate an ER approach into their teaching. Since an ER approach has potential of creating a real reading experience for L2 learners, it should serve as a

complement to an intensive reading approach. Also, ER must become more readily available as more and more research findings are added to support the benefits of ER.

Another research conducted by Fan Shao Meng (2009), with a title *Developing Students' Reading Ability through Extensive Reading*. The aim of this research is to see current situation for teaching and learning reading in Chinese University and propose practical applications of ER to a Chinese University, which is sure to improve students' reading competence as well as their linguistics capabilities. This research is intended for the first-year Chinese majors in Xuchang University who have just admitted to the university by passing the National University Entrance Examination. The practical applications of ER in Chinese University divided into 6 steps, first learn the learners' characteristics, define the goal and features of ER Program, using graded readers as the reading resource to meet the conditions needed for learning from ER, monitoring and encouraging students' reading, integrating sustained silent reading in class and pleasure reading out of class and the minimum requirements of ER program. The results of this study shows that ER is an effective and pleasurable way for undergraduates to learn to read English as a foreign language as an alternative to intensive reading courses.

Third research is from Matthew Peel (2015). This research is entitled *Implementing an Extensive Reading Program in an Intensive University EAP Curriculum*. The aim of this research is to create and implement a stand-alone, complementary ER program into an existing intensive reading program in a university EAP program. This research was conducted in the intensive English Language Program (IELP) at the University of New Orleans in New Orleans, Louisiana which is consisted of 50% Arabic speakers with the remaining students from various countries in South America, Africa and Asia. IELP curriculum combined the reading class and the listening & speaking class into a blocked class known as the RLS (Reading-Listening-Speaking) course with the period 8 week RLS course met for 100 minute per day, 4 times a week. The curriculum emphasized intensive reading to develop academic reading skills by using reading text from an EAP textbook. The results of this research were to successfully implement of ER program into an existing EAP curriculum.

Last research is from Nelly Fernandez de Morgado (2009), entitled *Extensive Reading: Students' Performance and Perception*. The research aimed to examine the factors of the usefulness of Extensive Reading is related to effectiveness and attitude. It also explores students' perception of this particular strategy. This research was conducted at Simon Bolivar

University in Venezuela with 30 respondents from the third-level EFL scientific reading course. The students attended class on campus traditional four hours a week and Extensive Reading was employed during the class for a duration 45 minutes. The study uses quantitative as well as qualitative data from the first year of a scientific reading course. The results of this research are students very satisfied with Extensive Reading in their course. It helped them build a better vocabulary, reading comprehension, skills and confidence.

The four aforementioned researches were chosen as relevant to this study due to the facts that they mainly focus on the Extensive Reading approach in Foreign Language. In comparison to the three previous ones, this research principally focuses on Students' view on Extensive Reading in Foreign Language.

METHOD

The research method is qualitative. According to Patton and Cochran (2002), qualitative research is showed by its aims, related to understanding some aspect of social life and generate words in general rather than numbers as data analysis. The results of Qualitative research are in form of descriptive result. The results is used to analyze the perceptions of students on Extensive Reading class. According to Merriam (2002) as cited in LaFrance (2015) qualitative research has the characteristics such as:

1. The primary instrument for data collection is the researcher. The researcher can be immediately responsive and adaptive.
2. Follows an inductive process – interpretation is from the data, not by deductively testing a hypothesis (can develop hypotheses in process of doing research).
3. Is richly descriptive (essential for tell our story).

The respondents of this research are the students who learned in English Language Education Department, State University of Surabaya. English Language Education Department is one of major in State University of Surabaya which is teach their student to be a future educator. This research focused on the students' perceptions towards Extensive Reading class. In this case, there were actually 4 classes of Extensive Reading. Each class consists of 10-20 students. Therefore, this research only took 2 classes, which was more engaging on Extensive Reading. This research will take a deep look on how the class run. This research included the Lecturer as the respondents. Also 4 students from Extensive Reading class as respondents to gain a valid data for this research. This research took 2 students from every classes, that had the highest and the lowest score in Extensive Reading classes. These students were recommended by the lecturer

of Extensive Reading class itself, so the researcher could gain a comparison and variation of data. First respondent is student A from class C which is had the lowest score in the class. Second, student B from the same class with student A but student B had the highest score in the class. Third, student C from class D which is had the lowest score in the class. Last, student D from the same class with student C but student D had the highest score in the class. The data was taken by the authorized from each respondent.

According to Elmusharaf (2012), data collection techniques allow us to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur. There are 4 types of Data Collection Technique in general, those are Document Review, Observation, Interview (face-to-face) and Focus Group Discussion. But, in this research the researcher will only use 3 kinds of data collection; observation report, interview transcript, and relevant document. The type of data in this research is arranged in form of descriptive, narrative and schematic. The documents from the respondent will be in form of oral and written documents. The report for Observation will be in form of picture, video and voice recorder. Also, the interview section will be collected in voice recorder and transcript.

RESULTS AND DISCUSSION

In this study, the interview was conducted by using an in-depth interview with open-ended questions or as known as shorter case study interview, which is in line with what Elmusharaf (2012) presented. The interview involved 4 students from 2 different classes which studied Extensive Reading, 2 Students from class C and 2 students from class D. Researcher involved these 4 participants, 1 student with high score and 1 student with low score from each class. Those participants are students of English Language Education Study at English Department of UNESA batch 2017 who have different background of reading. Each of them has different reasons for reading. Each participant was interviewed online.

Next, the voice recording of participants was collected and the researcher listened to it one by one and tried to analyze it. The researcher wrote the transcript of every respondent and highlighted some trending topics from the interview.

During the interview session, the researcher asked some questions related to Extensive Reading and their views towards Extensive Reading. The interview went to some important clue that Extensive Reading helps students motivated themselves to read not only as a must but also as a hobby.

Based on the interview conducted with the

participants, Extensive Reading approach in teaching reading especially in the class is applied in every meeting except the test session related to the respondents, and moreover, it helped them build awareness for their reading. On the other hand, Extensive reading helped students develop their reading background. It also helped push their reading to become their habit and implemented what they have learned from the classroom into their daily life. Students also could recognize their reading ability from the book that they have to read from Extensive Reading class.

Extensive Reading approach

Autonomous & Self-Selected Readings

From the interview (I/1/AUS/3), (I/1/EXR/2) which also supported by interview (I/1/RI/13) it can be concluded that the use of Extensive Reading approach is more efficient to boost students' reading by the lecturer because both of lecturer A and lecturer B believe by applying Extensive Reading approach it will help the students engage in learning and as in Extensive Reading class students asked to be able to analyze and understand things they have read so that reading individually without any intervention is more preferable and by applying Extensive Reading, students will have opportunity to increase their word bank through reading. Also, it helps them engage with foreign language in a book so they will get used with foreign language and able to use it.

"..It is really help me, in one semester, we have to finish our reading log, it is like our notes for Extensive Reading, we have to read at least 30.000 words before the end of semester and wrote it on our reading log. So, we must read every week to reach the minimum and also we instructed to make a poster and uploading photos" (I/1/AUS/3)

".. reading is my hobby, and when I took this class, it helps me to boost my hobby, it also helped me to analyze and deeply understanding on what we read, so we could get more information clearly" (I/1/EXR/2)

"i prefer reading individually rather than in a group...while in group, there are so many intervention such as chat with our friends, and reading individually help me to finish my book" (I/1/RI/13)

This finding is in line with the theory related to Extensive reading that is administered "to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Richards & Schmidt, 2002: 193-194 as cited in Shen, 2008). Thus, Extensive Reading was believed as an approach that could help the students in learning.

These evidence shows that the use of Extensive Reading approach is helpful for students to be a self-autonomous reader and help them to engage in learning and there will be a comprehensive discussion by applying Extensive Reading approach in the class.

Students' Engagement and Reading Beyond Classroom

According to Hafiz & Tudor (1989), Extensive reading is quantitative reading in the second language (L2) for a prolonged time period for personal pleasure without follow-up tasks or language work.

In Extensive Reading, students worked in a group for reading activity while in the classroom, but they have to read individually too outside the classroom as addition knowledge for their reading ability. Each person in the group is come up with different levels and reading abilities and how is teacher's consideration when divided the students into a group so it can help students to engage with the material.

From the interview (I/2/EBC/4) with supporting data from (I/2/AUS/3) it showed that how the student in the class with the activity. Student read outside the classroom as she has to fulfill the reading log and also to help student engage with the reading it selves, so it can help the student to analyze and understand the material in the class room easily. In the end, it also become their pleasures to read a book.

"...the book is giving me a good vibe and it is my own pleasure, in some situations when I felt really sad, I read some book that helped me to calmed myself from the problems rather than telling to my friends about my problems. Usually, I read some story that could motivated myself and it was really enjoyable behind the Extensive Reading class it selves" (I/2/EBC/4)

".....I'm using English E-Reader for read and unconsciously I have read more than 30.000 words but I still wanted to read, so I did not including those reading but just for my needed for reading " (I/2/AUS/3)

This finding is in line with the theory mentioned above that Extensive Reading helped students to enjoy their reading not only in class room but also outside the classroom. Moreover, it became a chance for them to increase their word bank and the student really enjoy that. It can help student to have a good vibe for themselves.

Those evidences showed that Extensive Reading class engage them to read outside the classroom and give them a pleasure while reading.

Build students' awareness and habituate them to read

Regarding to Day & Bamford (1998) Extensive reading is

not only focus on how to develop the student interest on reading but also help the reader to be an independent reader. It explains that student have an intuition to read not by an instruction but by their interest.

In Extensive Reading, students are instructed to always read a book anywhere and anytime. The lecturer always reminds them that they would not lose anything while reading. It helped them to understand new words and get used with foreign language. It turned students to be aware of reading and as long as it was a must to passed the class, it became their habits to fulfill their free time or to get some new words.

From the interview (I/4/BSB/6) with supporting data from (I/4/RMP/5) it showed that how student pushed their reading to reach the minimum words for their reading log. The student read to achieve good score and suddenly it builds the awareness of reading for the student and repeat it every day so it became habitual.

"...30.000 words is the requirements of our reading log, in the beginning, I was afraid could not passed the minimum, but suddenly, it was fun to read and made me addicted with reading" (I/4/BSB/6)

".....I have read 15 book this semester.. I don't believe it that I can read all those book, because in recent years I never read that much" (I/4/RMP/5)

This is in line with the theory mentioned above that Extensive Reading helped students build their awareness and become their habits. Also, as they took Extensive Reading class, it pushes them become a next level reader.

Those evidences showed that Extensive Reading can build their awareness and habituate them to read.

Characteristics of Extensive Reading

Extensive Reading not only allocates students to do an assignment, but students can also determine their reading abilities so it help them to pick the right book to read. Extensive Reading is being studied by most reading experts as one alternative reading approach, argue Renandya and Jacobs (2002).

Learners Linguistics Development

Students have a big control for their reading abilities. Students with different background literally have a different richness of vocabulary. It depends on how many books they have read and the way they analyze the new words from the book so they can use it for their reading comprehension. Fortunately, Lecturer always reminds them to always read a book to enrich their vocabulary and analyze the book easily. It pointing to ER appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge

(Nation, 1997; Pigada & Schmitt, 2006; Robb & Susser, 1989 as cited in Shen, 2008). Related to (I/3/RMP/5) with supporting data from (I/3/EBC/4) it indicated that reading as much as possible could help the student to enrich vocabulary, get a new knowledge, develop their imagination and references for some good quotes.

"... I enjoyed my reading experience by using English E-Reader, it's really good, I've done 30.000 words but the deadline not yet to come, so I want to increase my words bank, it's really good to develop my knowledge" (I/2/AUS/3)

"I've got a lot of knowledge and information, so we know how to kill our boredom rather than spend our money in a cafe, I prefer reading than that, increase my vocabulary too" (I/3/RP/8)

"I think if you pushed someone to read something that they didn't like, I believe it won't be effective and will not get the point, so I choose what I want to read, it makes me happy and develop my imagination" (I/2/SS/9)

"... for new references of some good quotes that I can use someday also for my knowledge, so I have a lot of information" (I/3/EBC/4)

Those evidence proof that while book talk and book promote activity, the students involved in this activity which means they already read some to discuss it with the class. Although they did not reach 30.000 words yet the students were still on progress for reading some books. This is in line with Day and Bamford (1998) statement about characteristics of Extensive Reading. One of the characteristics is students read as much as possible.

Wide Range of Topics & Genre

Day & Bamford (1998) mentioned that one of characteristic from Extensive Reading is reader have wide range of topics on what they read. Lecturer set a wide range of topics for student to read so there are no boundaries for them to choose any topics & genre they want and let them enjoy on what they read. Data from interview (I/1/WRT/7) indicated that student have a vary of topics they have read. Mostly, they read novel but sometimes they read any kind of text such as news or educational book.

"I read news a lot, I also read some newest novel such as *Dilan 1990*, some dialog books, history and ICT" (I/1/WRT/7)

Students Select

In Extensive Reading approach, lecturer let the students to choose any books that they want to read, in condition it

still same with their level or they can understand the book. Related to Day & Bamford (1998) that student select what they want to read and have the freedom to stop reading material that fails to interest them.

From the interview (I/2/SS/9) the student explains that it was a privilege for the reader to choose whatever they want. It helps them to build their mood and imagination.

"I think if you pushed someone to read something that they didn't like, I believe it won't be effective and will not get the point, so I choose what I want to read, it makes me happy and develop my imagination" (I/2/SS/9)

Related to Pleasure

Reading is good for students to explore new knowledge and get some new information. Students feel while they reading, they not only read the main theme of the book, but also they got another new information that they do not know before. Also, when students enjoy the reading process, they will be satisfied with their reading because they can achieve the information that they want. Reading for pleasure is so much more than just a form of play or escapism – it is also a way of connecting with text (Clark & Rumbold, 2006). Related to (I/2/RP/11) it indicated that reading gives the reader not only information but the feeling of satisfied.

"I really satisfied while reading, because I like it and I enjoy the process, if someone enjoy the process of reading, they will get the information that they want ... (I/2/RP/11)

Also, another supporting resource from document analysis of student's reading report show that the respondent was really enjoy with the reading activity

"...The novel was really good and I really like it because the genre is adventure so I could felt so thrilled" (DCA/2/RE)

Those evidences showed that reading gives pleasure or satisfied feeling to the reader when the reader enjoy it.

Reading as reward

According to Characteristic of Extensive Reading, Day & Bamford (1998) that reading is own reward for the readers. ER appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge (Nation, 1997; Pigada & Schmitt, 2006; Robb & Susser, 1989 as cited in Shen, 2008). Behind the requirements of the course and an instruction from the lecture, reading give the students another reward for students such as boost their mood, enrich vocabulary and help them to take a message from what they have read. Data from interview (I/4/RP/8) & (I/4/EBC/4) indicated that reading help them to develop

their imagination, and towards reading help them to increase their word banks.

"... every story has its message, for example love story, it teaches us to keep a good relationship with others, friendship and how to keep it" (I/4/RP/8)

"... at the first time to get a good score, **but suddenly it also increases my word banks** so I have many words to say when I speak English (I/4/EBC/4)

Matching Linguistics Competence

Extensive reading class is purposed to enhance students reading through the activities that evolved them to read. Alongside their reading, lecturer give some activity that directed students to read the materials that fit with their reading abilities. In the beginning of the class, teacher instructed the students to do some test to find out their levels of reading. It helped the lecturer to decide the range of materials that the lecturer will give to the students and the students will be easier to work or read the materials that fit with their reading abilities. Extensive reading exposes learners to "large quantities of material within their linguistic competence" which is, at the same time, pleasurable (Grabe and Stoller, 2002, p. 259 as cited in Mikeladze, 2010). Data from interview (I/2/LC/10) indicated that the test helped them to define their levels and made them easier to choose the book that they want to read. In the beginning week, lecturer set some of book for them to read, and after they finished the book, they continued their reading with their own choices.

" ... at the first meeting, lecturer instructed us to do some **test to know on what levels are our reading abilities**. We were tested by using Vocabulary Level and each student will get their level after the test finished, it helps us to choose the book that fit with our level (I/2/LC/10)"

"... from the test, **my level was intermediate**"(I/2/LC/10)

Reading is Individualized and Silent

Student tend to be a silent reader rather than reading in a group. Mostly, it helped them to prevent any intervention that could distract their concentration while reading. Student could read in a quiet circumstance and easier to achieve the information while reading individually. Student said that reading in a group mostly not efficient, too much interactions that could distract them to focus on what they read. Susser and Robb (1990) as cited in Mikeladze (2010). mentioned about characterize of extensive reading: (a) reading is individualized, with student choosing the books they want to read, (b) the

books are not discussed in class. Data from interview (I/3/RI/13) indicated that reading individually make them more focus on what they read and easier to achieve the information.

" ... I prefer individual reading **because it makes me more focus and literally help me to understand the story faster**, rather than in a group which there are many intervention, so it blocks the information absorbed clearly((I/3/RI/13))"

"... the benefit of reading individually are **quiet and easy to get the point** (I/3/RI/13)"

Faster Reading Speed

Reading speed helps student to save more time while reading. Bell (2001), and Mason and Krashen (1997), as cited in Shen (2008), argue that ER has been shown to be effective in increasing reading speed and comprehension. Mikeladze (2010) said that reading speed in extensive reading is relatively fast, but it should be comfortable for a reader.

Student believes that reading faster could help them to manage their time between their activity and their reading. Extensive reading help the student to improve the speed of reading. Data from interview (I/1/RS/14, I/1/RS/15) indicated that reading faster is really helpful to manage the time as a student.

" ... I'm feeling a new speed of reading and it helps me to finish some new book with different levels (I/4/IRC/15)"

"... **Extensive really help me to improve my reading speed, especially in reading English book, in the class, we had limited time to read English book, so I just get used with that**"(I/1/RS/15)

Teachers orients students to the goals

According to (Day & Bamford, 1997, as cited in Jacobs, 2002) the key impediment to successful ER implementation lies in a teacher-centered view of reading instruction. Lecturer motivated the students using the task and reminds them to always read anywhere and anytime to build their awareness of reading, make them love of reading and enhance their vocabulary. Mikeladze (2010) explained that teachers should be able to ask students to describe either orally or in writing what they are thinking as they read and amount of reading learners do in a reading class is crucial. Data from interview (I/4/GP/16) indicated that the lecturer always orients them to the goals of the study.

"... **always motivated, if you want to speak English fluently, then read, that's the key**. It can help you on your writing and reading,

your word banks will always increase."
(I/4/GP/16)

The Teacher as a role model

The lecturer always become a role model for the students while in the classroom. The student believes that the lecturer give big influences for reading habits. Lecturer told the student that reading is really useful and the student would not loss anything. Students assumed that lecturer has become a good role model for them to push their interest on reading and build reading as their habits through modelling as the practice of intentionally displaying certain teaching behaviour with the aim of promoting student teachers' professional learning (Gallimore & Tharp, 1992 as cited in Lunenberg, Korthagen & Swennen, 2007). Data from interview (I/2/RM/17) indicated that the lecturer always become students' role model for their reading. Data from interview (I/3/RM/17) indicated that the lecturer become a role model for student to read.

"... of course, lecturer showed how to read properly and tips on how to understand the book easily, giving the trick on reading that the lecturer often used and lead us to always reading."

CONCLUSION

From this research that aimed to describe the perspective of student on Extensive Reading class, the researcher concludes that:

1. Extensive Reading implemented well in the class. Students can enjoy any activities that given to them. Extensive reading teaches the students to always read and analyze the book that suitable with their reading abilities. Extensive reading help them to become a self-autonomous reader and increase their word banks. It can push them to continue their reading as much as possible to improve their levels of reading ability. The task also evolved them to read beyond the class room that turned them in to a habitual reader.
2. This study found that students are clearly engaged with the activities on Extensive Reading class. It could boost students interest on reading, build their awareness to read and become their habits. The activity push them to read the book until finished and understand the point of the book. The activities made them realize that reading is not a such bored activity, there are many ways to make reading really interesting and fun.

Suggestions

In general, suggestion in this research are divided into two. The first is suggestion for improvement of classroom task for Extensive Reading students in the future while

the second is recommendation for further research.

1. Keep up the good learning process for reading through Extensive Reading. Any variety of activity could give them new feelings/way of learning reading such as videos related to reading activity. It may become a fun activity in the class that student would not miss.
2. The researcher recommends to increase students' interest to reading through Extensive Reading, lecturer can give the students another genre of book that might interest the students.
3. For the improvements of Extensive reading class, it could be efficient, if the class is still held on "reading in the home week" but the reading activity is also not discontinued, from the results of the study there are a few weeks of students not in the class room and reading at home instead. Maybe students can stay in the class and continue their reading, but also keep doing their work in the class, to train them become multi-tasking students.
4. The researcher recommends that more studies are necessitated on the area of Extensive Reading approach in Indonesia context with emphasis on the instructional design. Besides, the researcher also suggests study on how the lecturer can modify the class to make an output product from Extensive Reading class that can be used throughout generations, such as storybooks, dialog books etc.

REFERENCES

- Aliponga, J. (2013). Reading Journal: Its Benefits for Extensive Reading. *International Journal of Humanities and Social Science*, 3(12).
- Archer, A. V. (2012). Analyzing the extensive reading approach: benefits and challenges in the Mexican context. *HOW*, 19(1), 169-184.
- Clark, C., & Rumbold, K. (2006). Reading for Pleasure: A Research Overview. *National Literacy Trust*.
- Day, R. & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Day, R. R., Bamford, J., Renandya, W. A., Jacobs, G. M., & Yu, V. W.-S. (1998). Extensive Reading in the Second Language Classroom. *RELJ Journal*, 29(2), 187-191.
<https://doi.org/10.1177/003368829802900211>
- Day, R. R. and Bamford, J. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press.
- De Morgado, N. F. (2009). Extensive reading: Students' performance and perception. *Reading*, 9(1), 31-43.
- Demuth, A. (2013). Perception Theories. *FFTU*, 23-24.

- Elmusharaf, K. (2012). Qualitative data collection techniques. *Training Course in Sexual and Reproductive Health Research*. Geneva.
- Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. Harlow: Longman.
- Hafiz, F. M., & Tudor, L. (1989). Extensive reading and the development of language skills. *ELT Journal*, 43, 4-13.
- Haider, M. Z. (2012). Extensive Reading in EFL Classroom at Secondary Schools in Bangladesh: Current Practices and Future Possibilities. *International Education Studies*, 5(3).
- Harris, S. (2001). The role of extensive reading in the development of second language proficiency in secondary level education.
- Huang, Y.C. (2015). Extensive Reading in Foreign Language Learning Contexts: Issues and Implications. 77-90.
- Kirin, W. (2010). Effects of extensive reading on students' writing ability in an EFL class. *Journal of Asia TEFL*, 7(1).1), 285-308.
- LaFrance, J. (2015). Fundamentals of qualitative research.
- Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teaching and Teacher Education*, 23(5), 586-601.
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91-102.
- Meng, F. (2009). Developing Students' Reading Ability through Extensive Reading. *English Language Teaching*, 2(2).
- Mikeladze, T. (2010, November). Developing extended reading programs at foreign language departments of Georgian Universities. In *International Conference of Education, Research and Innovation-ICERI. Conference proceedings, Madrid, Spain* (pp. 15-17).
- Nation, P. (1997). The language learning benefits of extensive reading. *The Language Teacher* 21(5), 13-16.
- Patton, M. Q., & Cochran, M. (2002). *A Guide to Using Qualitative Research Methodology*. UK: Medecins Sans Frontieres.
- Peel, M. (2015). *Implementing an Extensive Reading Program in an Intensive University EAP Curriculum*. SIT Graduate Institute, MA TESOL. SIT Digital Collections.
- Poorstoti, S., & Asl, H. D. (2016). Effect of Extensive Reading on Grammatical Accuracy and Fluency of EFL Learners' Writing Performance. *Journal of Applied Linguistics and Language Research*, 3(2), 188-201.
- Renandya, W. A., & Jacobs, G. M. (2002). Extensive reading: Why aren't we all doing it. *Methodology in language teaching: An anthology of current practice*, 295-302.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Ro, E. (2013). A case study of extensive reading with an unmotivated L2 reader. *Reading in a Foreign Language*, 25(2), 213-233.
- Robb, T. N., & Susser, B. (1989). Extensive Reading vs Skills Building in an EFL Context. *Reading in a Foreign Language*, 5(2): 239-251.
- Sampson, N. E. (2013). *An extensive reading approach to teaching English second language reading comprehension with the American Language Institute at the University of Toledo*. The University of Toledo.
- Susser, B., & Robb, T. N. (1990). EFL Extensive Reading Instruction: Research and Procedure. *JALT Journal*, 12(2), 161-185.
- Shen, M. Y. (2008). EFL learners' responses to extensive reading: Survey and pedagogical applications. *The Reading Matrix*, 8(2).
- Waring, R. (2006) 'Why Extensive Reading should be an indispensable part of all language programs'. *The Language Teacher*, 30(7): 44-47.
- Yang, A. (2001). Reading and the non-academic learner: A mystery solved. *System*, 29(4), 451-466.
- Yildirim, A. (2014). *The benefits of extensive reading for foreign language acquisition*. Grin Verlag.